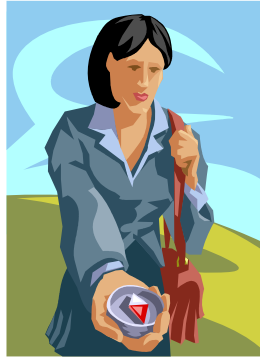


# Developing Systematic Interventions

*The Journey to the Pyramid-Finding our MAP*

CESA #5 Summer MAP Conference 2009



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*Discovering the journey ahead...*  
A Change was necessary!



*PLC Beginning...*

- WKCE Scores were flat
- Budget cuts, diminishing services for students
- Grey-area kids under-served
- Old SST process unproductive for teacher
- Survey showed teachers feeling unsupported
- Too many referrals with students not meeting Special Education criteria, leaving teachers frustrated
- **Excellent teachers working hard independently!**



# PLC

*What do we want our students to know?*  
*How do we know if they have learned it?*  
*What do we do if they haven't learned it?*  
*What do we do if they already know it?*

- Key component:

*What do we do if they haven't learned it?*



*Fall 2006-Beginning the Journey...*

Student Services Team-Initial planning...



- Complete SST form for most needy student
- Principal/Coordinator assigns a Case Liaison
- CL meets with teacher
- CL Conducts observation, gathers data
- Coordinator schedules time for SST

Members: Principal, classroom teacher, reading teacher, social worker, school psychologist, guidance counselor, special education teacher, intervention teacher, Reading Recovery teacher, parents

# SST Meeting Format

- **Role assignments**

- Cooperative, rotate responsibility



- **Classroom Teacher, Parents**

- Working together to ensure child's needs are met

- **Case Liaison**

- Meets with teacher to access student needs

- **Facilitator**

- Introduces the meeting, facilitates Steps and ensures all voices heard

- **Note-taker**

- Records notes from meeting, ensures goals are measurable, completes survey

- **Coordinator**

- Ensures day to day operations of the team are maintained

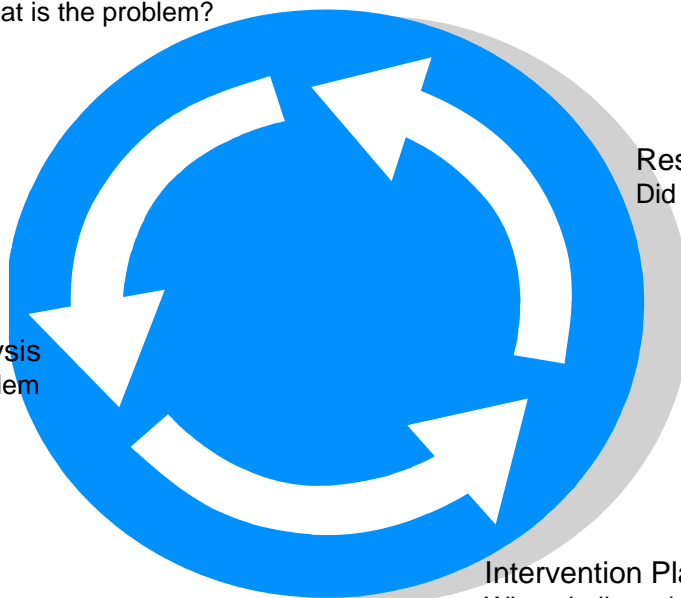
- **Time-keeper**

- Keeps group on time schedule

## Problem Solving Method

Identify target concerns  
What is the problem?

Problem Analysis  
Why is the problem  
happening?



Results Evaluation  
Did the plan work?

Intervention Planning  
What shall we do about it?

# Process for SST



- Step 1: Assess Teacher Concern
- Step 2: Inventory Student Strengths/Talent
- Step 3: Review Baseline Data
- Step 4: Select Target Concerns

# Process for SST

- Step 5: Set Academic and/or Behavioral SMART Goals
  - Set Specific, Measurable, Attainable, Results-oriented, Time-bound goals
  - For each academic or behavioral review concern set ambitious but realistic goals for improvement that are attainable in 4-6 weeks.



# Process for SST

- Step 6: Design an Intervention Plan

- Select one intervention that addresses each review concern.
- Develop specific steps in efficient and doable manner.
- Note important information:
  - When and where the intervention will take place
  - Whether any special materials or training is required
  - Who is implementing the plan
  - How will the plan be monitored
  - When will it be reviewed
  - Each goal must have a method of monitoring progress.



# Process for SST

- Step 7: Plan how to share meeting information with the student's parents
- Step 8: Review the intervention & monitoring plans

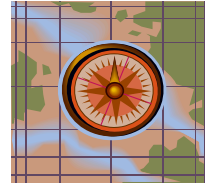


*Complete plan available at:*

- [www.interventioncentral.org](http://www.interventioncentral.org)



*The Journey continues...*

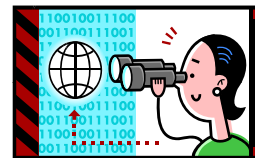


- *Developed Vision:* “OUR PREFERRED FUTURE”
- *Developed Mission:* “What we do everyday”

*Valley View Elementary School is committed to educating every student by providing a positive, supportive environment that develops life-long learners and productive citizens of the global community.*



*Currently... Spring 2009  
Utilizing MAP Testing*



- MAP testing used for four years
- Utilizing a problem-solving method for SSTs
- Moved from invitational to systematic intervention planning
- Using DATA for decisions
- Students involved in the data!

## Fall Intervention Planning Day with Vertical Teams

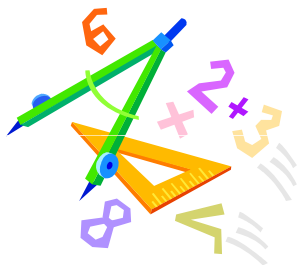
- One hour sessions:  
4K-5<sup>th</sup> Grade



- **Members: *Vertical teacher teams, Reading Teacher, Curriculum Support Specialist, Intervention Specialist, Reading Recovery Teacher, Special Education Teacher, and Principal.***

## Intervention Planning Day...

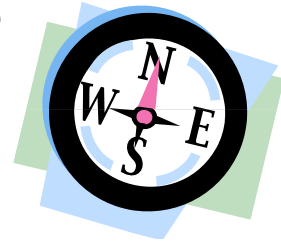
- Activities~
  - Alternate Ranking
  - Identify lowest students in reading
  - Look at available data –
    - MAP, WKCE, Classroom Assessments
    - Does it support the ranking?



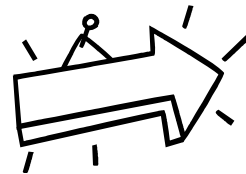
# Intervention Planning Day..



- Identify students of concern
  - Strengths and weakness
  - Establish SST timelines for identified students
  - Other intervention plans
- Look at MAP Dynamic Reporting Suite Predictive Table for WKCE
  - Develop test-taking intervention group
  - QAR



## Charting our course...



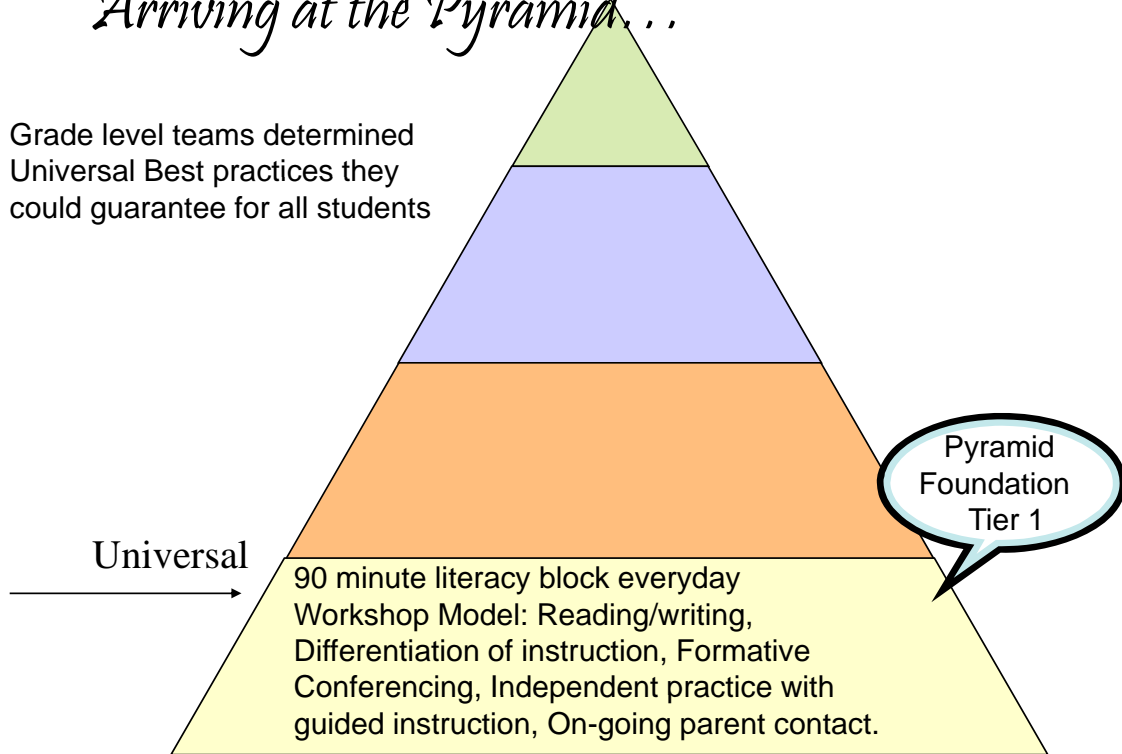
- Staff Development~
- Establish our norms
- Using consensus
  - *Can we live with our decisions?*
  - *Sound off at the table!*



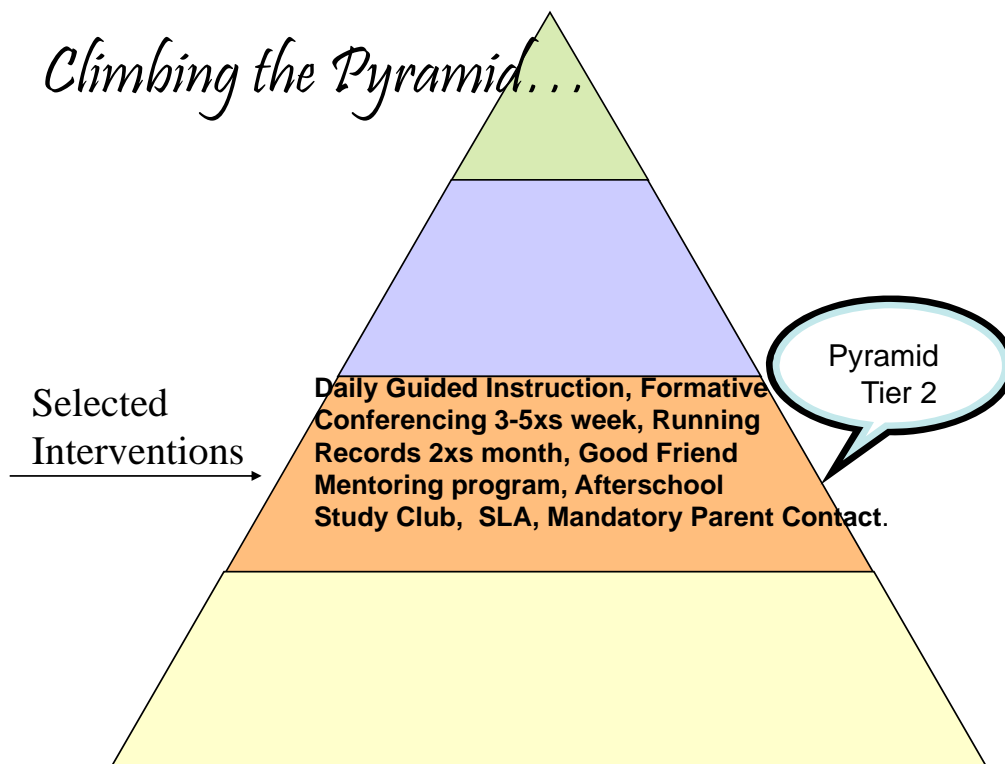


## *Arriving at the Pyramid...*

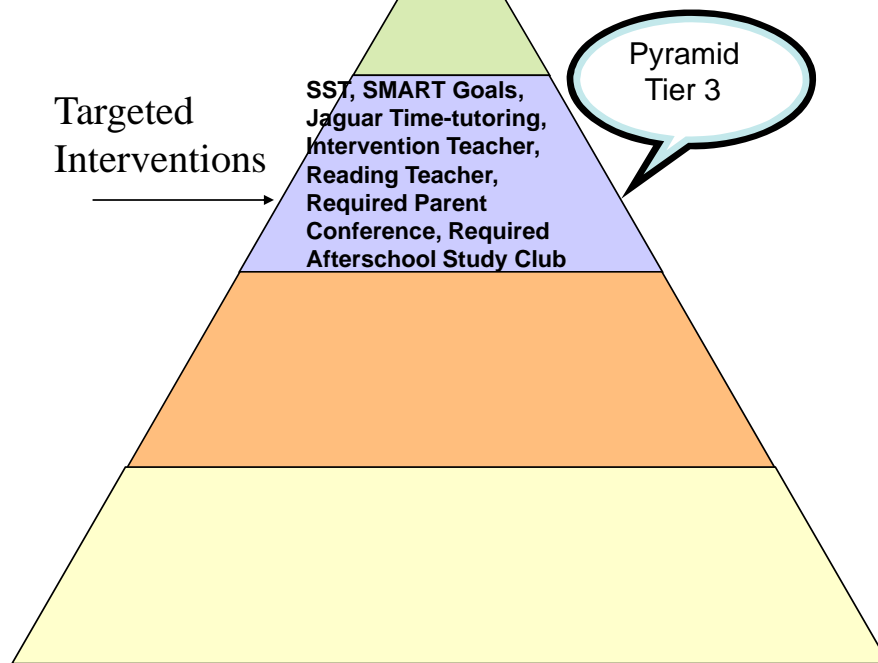
Grade level teams determined  
Universal Best practices they  
could guarantee for all students



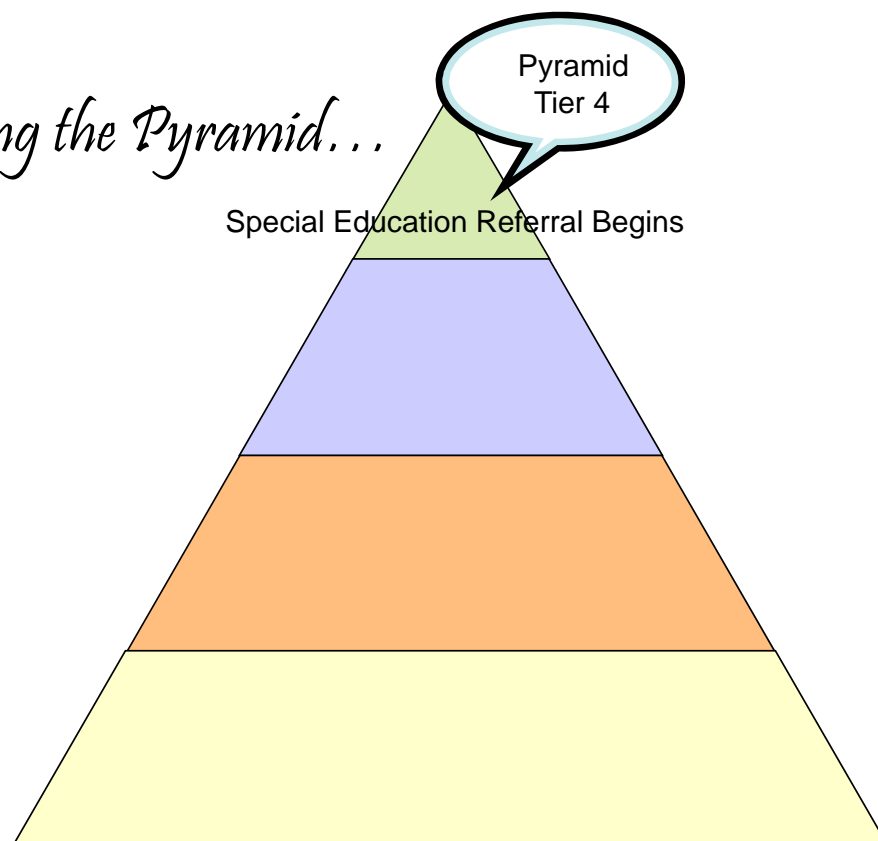
## *Climbing the Pyramid...*

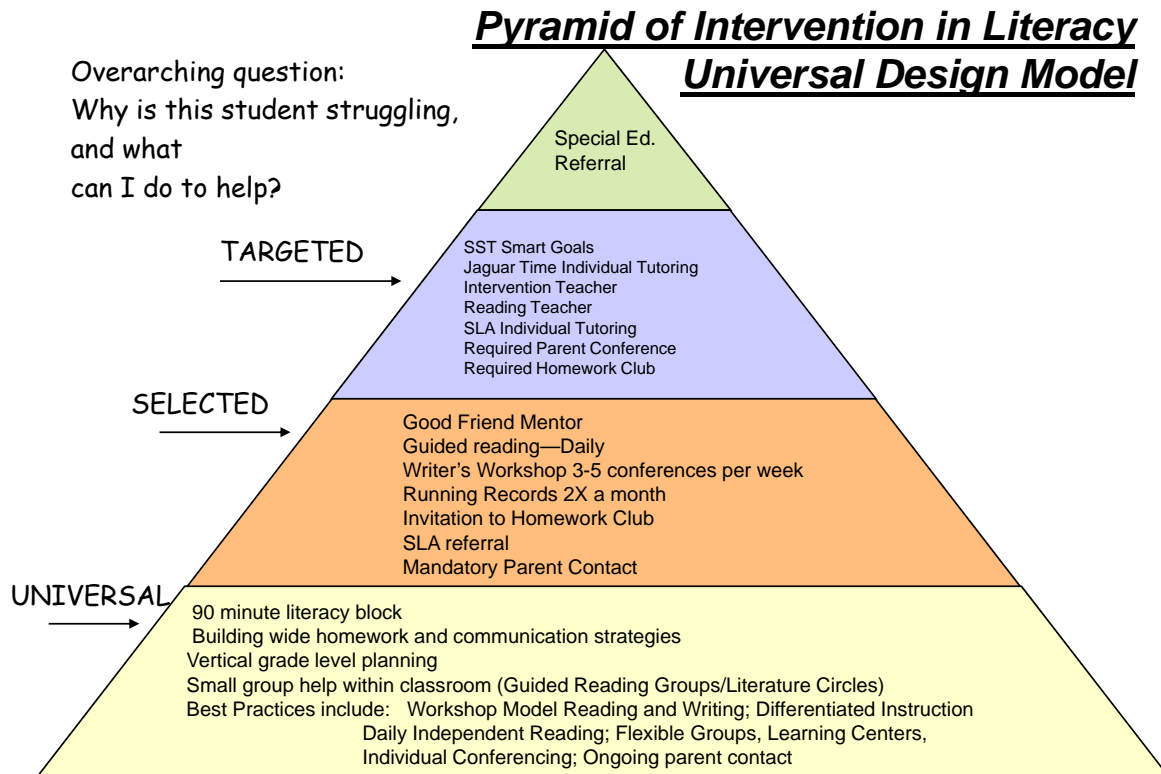


## *Climbing the Pyramid...*



## *Climbing the Pyramid...*





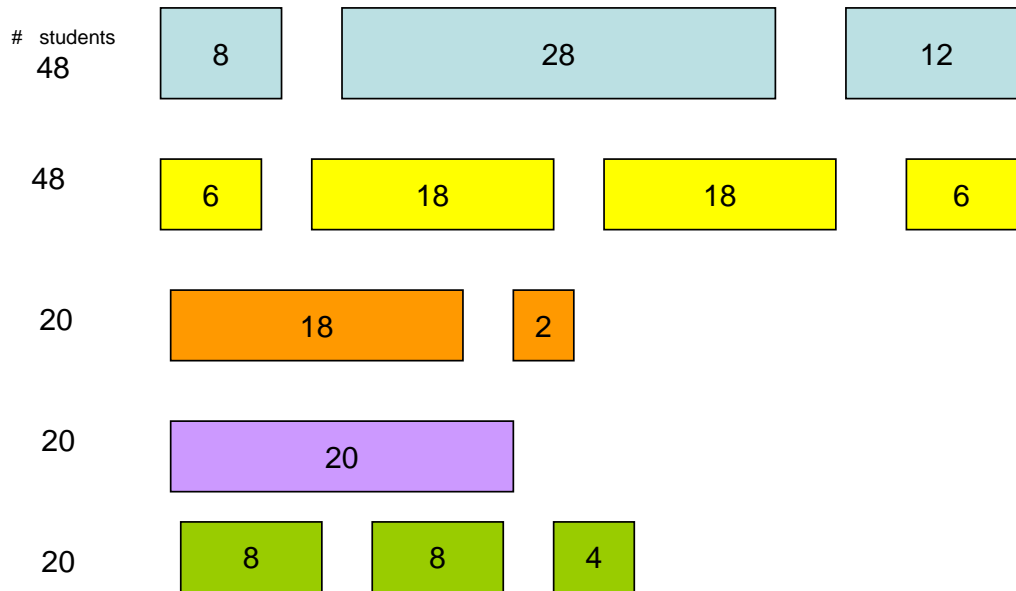
## *Exploration... ~Jaguar Time~*

### Tier 2 – Classroom support

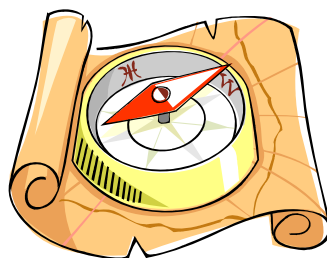
- MAP scores for flexible grouping
- Identified students by targets
- Developed small groups to help differentiate for all students
- Resource staff: Classroom teacher, CSS, Reading Teacher, Educational Assistant
- 30 minutes 3xs week, direct skill instruction with classroom teacher
  - No new instruction-More time for some students



## Jaguar Time Options...



## Charting the MAP... Results...



# Successes with SST Interventions

- Student Services Team ~ SST 2009

## 30 SSTs 9 Referrals/6 Qualified

Types of Interventions:

Behavior: 8  
Academic: 15  
Work Completion: 3  
Participation: 2  
Organization/Attention: 2

Parent participation: 20/30



### NWEA School Overview

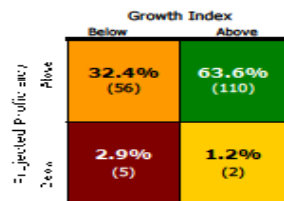
School: Valley View Elementary School

[Run this report for a different term](#)

Roster: Spring 2009

Growth Seasons: Fall 08 - Spring 09

#### Reading Quadrant



#### Quadrant Legend:

Below Growth: Student's growth index is less than zero

Above Growth: Student's growth index is greater than or equal to zero

Above Proficiency: Student's performance is projected to be above the state standard

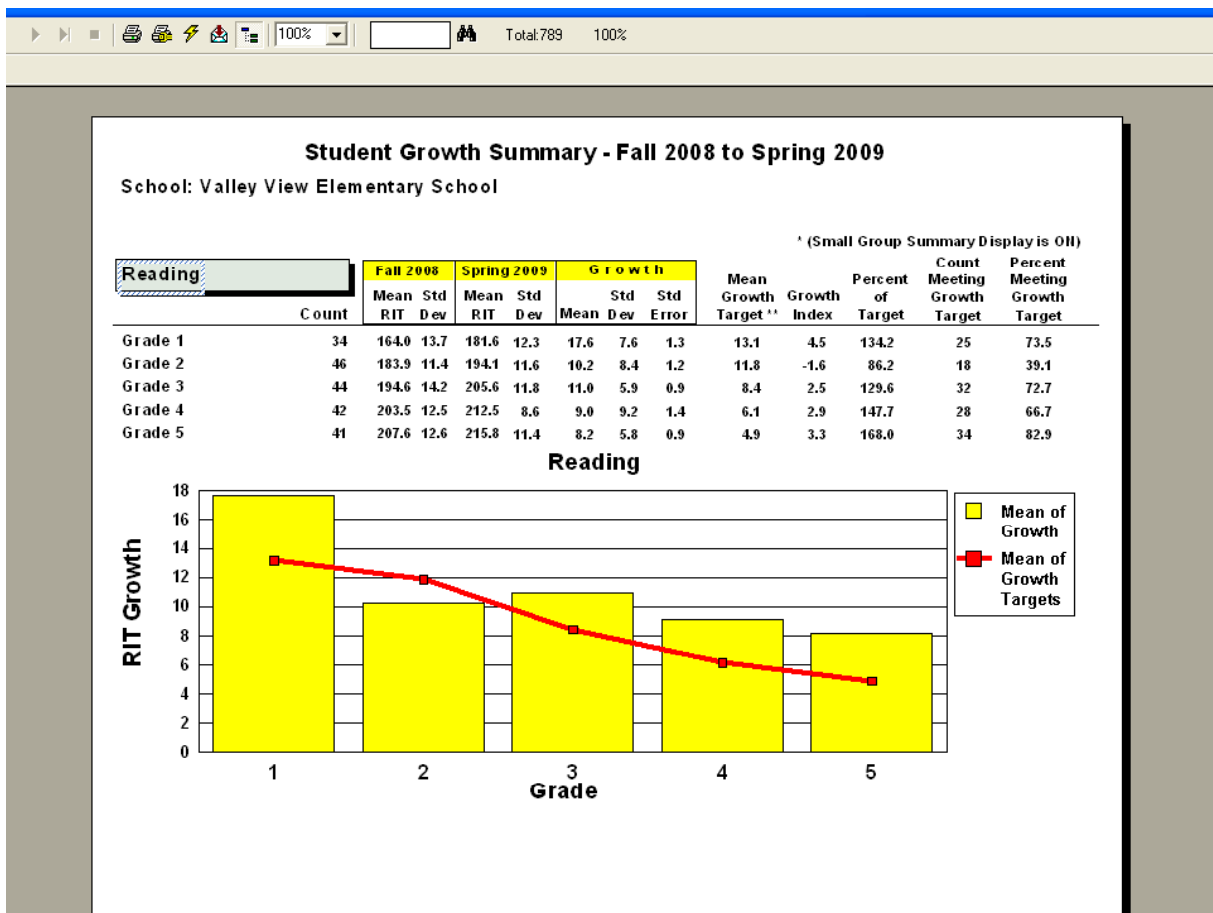
Below Proficiency: Student's performance is projected to be below the state standard

WKCE-Reading Proficiency

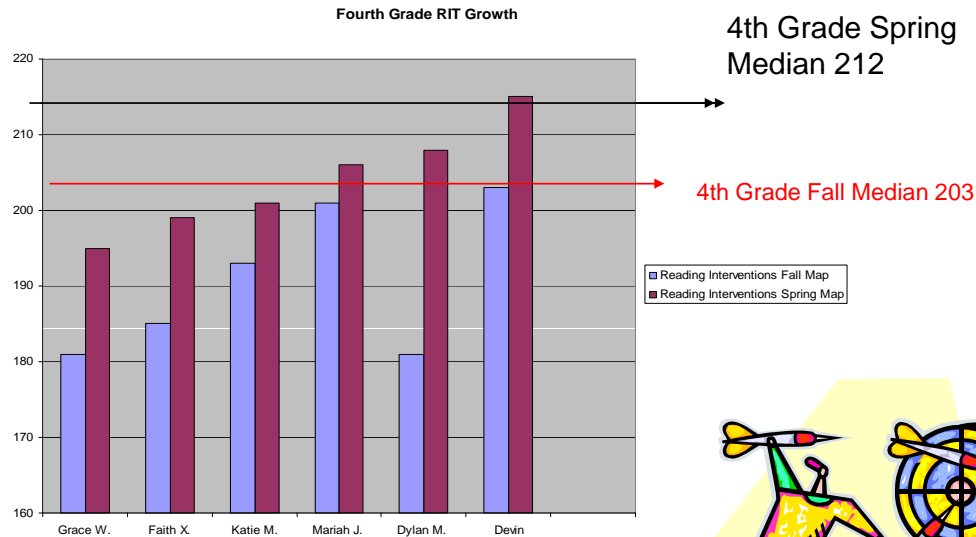
96%

Grade	Student Count for Growth	% Growth	Student Count for Season	% Proficient	% Median
K	-	-	35	-	82.9%
1	34	73.5%	34	-	82.4%
2	46	39.1%	49	95.9%	71.4%
3	44	72.7%	46	95.7%	65.2%
4	42	66.7%	43	97.7%	74.4%
5	41	82.9%	45	91.1%	66.7%

90<sup>th</sup> Percentile rank for meeting or exceeding target.



#### Fourth Grade Reading Intervention RIT Growth Fall to Spring 2009

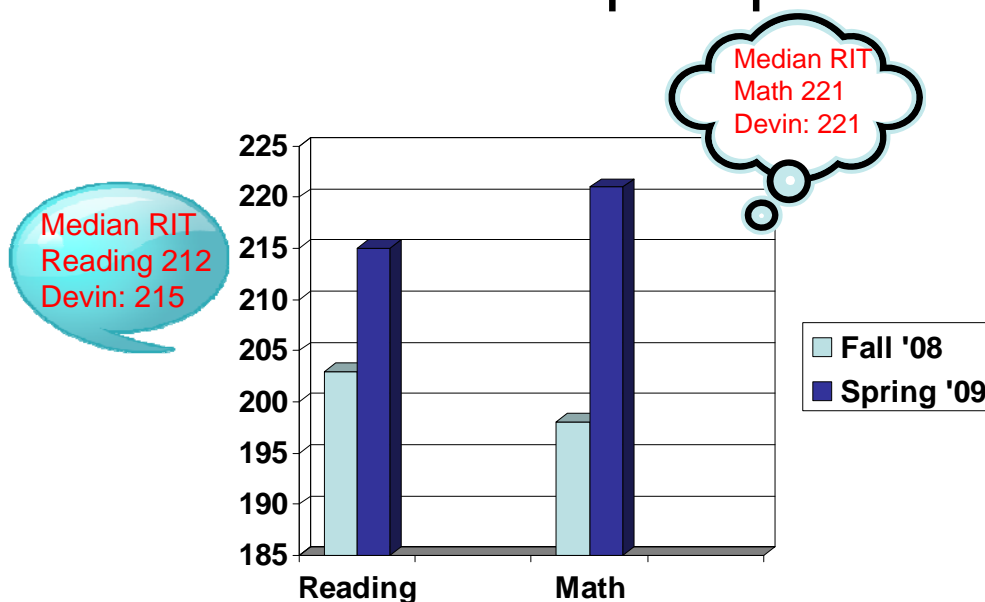


## *What worked for Devin?*

- SST early in school year
- Involved parents
- Counseling
- Early intervention
- Specific Goal Setting
- Success builds success!!



## From Devin's perspective...



## *Continuous Improvement Journey...*

### Next Steps: 2009-10

- Refine Jaguar Time
- Bi-Weekly Collaborative Planning Time
- Implement Math Pyramid of Interventions
- Classroom/student Goal Setting using Map RIT scores
- Primary Map 5K-2nd
- Compass Learning



ขอบคุณ

Thank  
You!

Grazie

Merçi

Questions?

Vielen  
Dank

Teseekkürler

Gracias

Köszönettel

Bedankt

धन्यवाद

[www.schools.sdmf.k12.wi.us](http://www.schools.sdmf.k12.wi.us)

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